DOCUMENT RESUME

ED 211 539 SP 019 437

AUTHOR Whitcombe, J.
TITLE The Promotion of Women in the Primary Teaching Service. An Analysis of Applications for Personal Assessment and Senior Positions. Teacher Career and Promotion Study.
INSTITUTION New Zealand Dept. of Education, Wellington.
PUB DATE Apr 80
NOTE 29p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Rank (Professional); Administrator Selection; *Elementary School Teachers; Evaluation Criteria; *Females; Foreign Countries; Sex Discrimination; Teacher Certification; Teacher Evaluation; *Teacher Promotion; Teacher Qualifications
IDENTIFIERS *New Zealand; *Teacher Career and Promotion Study

ABSTRACT

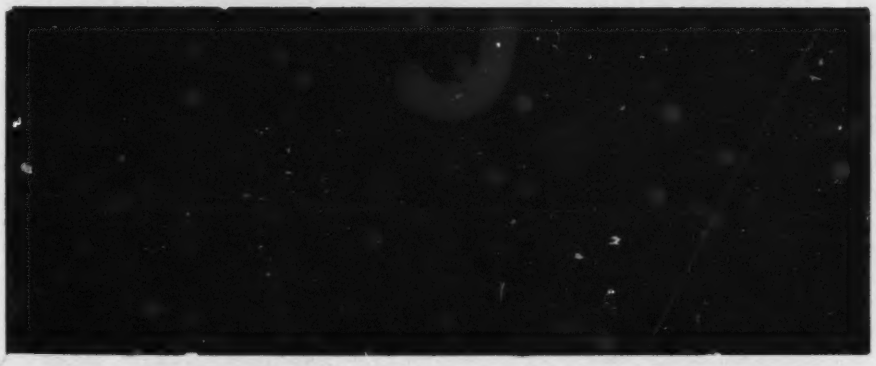
The Teacher Career and Promotion Study investigated the disproportionately small number of women holding elementary school senior teaching positions in New Zealand. Statistics were gathered from regional education board offices on applications and assessments of male and female teachers from 1975 to 1979. To be considered for a senior teaching position, teachers must apply to be assessed, or evaluated, at a higher grade level. Although regional differences were apparent in the findings, it was found that, contrary to popular opinion, women teachers did apply for assessment at higher grade levels, but that they received consistently lower assessments than did men teachers. However, the popular belief that women teachers do not apply for senior positions was upheld. It is assumed that women do not apply for senior positions because they continue to have lower assessments. An investigation of the assessment system is recommended. Tables of data and the qualifications considered in personal assessments are appended. (FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED211539

Teacher Career and Promotion Study

Department of Education Wellington 1980



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. L. Renwick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 019 437

THE PROMOTION OF WOMEN IN THE PRIMARY TEACHING SERVICE

AN ANALYSIS OF APPLICATIONS FOR PERSONAL ASSESSMENT AND SENIOR POSITIONS

Background	Page 1
Applications for Assessment	Page 2
Assessments Received	Page 4
Implications of the Abolition of Assessment on Women Teachers	Page 5
Applications for Senior Positions	Page 6
Conclusion	Page 7
Tables 1 - 9	Pages 8 - 16
Key to Personal Report	
Division B	Appendix A
Division C	Appendix B

THE PROMOTION OF WOMEN IN THE PRIMARY TEACHING SERVICE :

An Analysis of Applications for Personal Assessment and Senior Positions

Background

The Teacher Career and Promotion Study is investigating the disproportion of women in senior teaching positions. In primary teaching, appointments to senior positions in B and C Divisions are made on the basis of the personal assessment report held by the applicants. The higher the assessment held in the greater the probability of appointment to the position sought. If women are to aspire to win senior positions with salary scale B and C they must first hold a sufficiently high assessment to have their application "short-listed". At present 3 years Division C service is a pre-requisite for Division D positions.

It has often been said that women are under-represented (see Table 1) because they do not apply for senior positions. This was thought to be an over-simplification of a complex situation and an investigation of women's career patterns was embarked upon in case study interviews carried out in 1979[1] and followed by a questionnaire survey of a 5% sample of all teachers. The report of this survey should be completed late in 1980.

The purpose of the following analysis is to discover the answers to the linked questions:

1 Why aren't more women appointed to senior positions?

2 Do women apply for these?

3 Do women hold a sufficiently high assessment to make an application worthwhile?

4 Do women apply for assessment?

Statistical material for this investigation was gathered in 1979. Assessment records held by District Senior Inspectors were examined at the 10 Education Board offices in New Zealand and applications for assessment and grades received were totalled for men and women. (This proved a time-consuming exercise on occasions for there is no standard form of recording the information and there were wide variations among boards.) In addition Board Staffing Officers were requested to record for 1979 the number of applicants for each level of position, their sex and the assessment held, where

[1] Whitcombe J - A Comparison of Career Patterns of Men and Women Teachers. A paper presented at the NZARE Conference, December 1979.

applicable[2]. This information had not previously been available and had to be specially recorded. Thanks are due to all Education Boards for their co-operation in providing the returns necessary.

The requirements for eligibility for assessment are outlined each year in the Education Gazette so that all teachers have access to the necessary information.

The requirements for eligibility are:

1 A teacher who will have completed 6 years of teaching service (5 years of certificated service) by 31 October 1981, will be eligible to apply for a Division B report by 1 March 1980, to be issued on 1 November 1980.

2 Teachers will be required to have completed 13 years of teaching service (12 years of certificated service) to qualify for a first Division C report, provided 3 years will have been completed in a Division B or higher position in a state primary school or a position recognised by the Director-General as equivalent.

The assessment procedure is generally known as "grading".

APPLICATIONS FOR ASSESSMENT

Information from a variety of sources at Board Offices was collected to present a picture of the proportion of women applying for assessment from 1975 to the present. 1975 was used as the base year as one Board could not readily produce records prior to this date. From the total number who were assessed (those who withdrew after lodging an application were excluded) the percentage of women has been calculated (see Tables 2 and 3). The proportion of women teachers in the Board district is a rough comparative guide only. It is not possible to calculate the number of teachers entitled to apply for assessment at each level. In Table 2 all women teachers have been used for comparison while in Table 3 only those in B scale positions and higher have been used for comparative purposes.

Assessment reports have currency of 3 years from the date they become operative. Thus the teachers assessed in 1975 could appear again in 1978 and similarly the 1976 teachers can re-apply for assessment again in 1979. It is important to note that ceilings operate in the assessment system.[2a] An applicant applying for a Division B report in the minimum qualifying time is limited to a ceiling assessment of 4 (on a 1-7 scale) while a minimum qualifying time applicant for a Division C report has a ceiling

[2] Division D positions do not require assessment reports.

[2a] "The purpose (of ceilings) is to ensure that teachers gaining assessments towards the top of the scales on first qualifying for a promotion report have had adequate experience for the kind of position they could obtain" - Appointment and Promotion of Primary School Teachers in NZ, page 13.

of 3 (on a 1-5 scale). Those qualifying in the minimum time (that is those teachers who have a ceiling operating) were not separated in the statistics for two reasons. First, that both sexes are equally affected by ceilings and secondly that the information would have been awkward to obtain in most instances. An allowance for ceilings has been made in the section "Assessment Received".

Summary

Women are applying for grading and in sufficient numbers and proportions to refute the often heard assertion "Women don't apply for grading".

Overall there is an increase in the proportion of women applying from 1975 to 1979. (Tables 2 and 3) Some fluctuations which are hard to explain have occurred. For example the huge increase in Otago women applying for "B" reports in 1978 was referred to the Inspectorate for comment but no significant event or in-service course could be linked to the upsurge, which was not maintained in subsequent years. Canterbury also showed an increase for 1978 "B" reports but in some other areas this year produced a decline. The number of women applying in Wellington has dropped since a 1975 peak.

Wellington still has the highest proportion of women applying in both B and C Divisions. This may be related to the fact that the highest proportion of women teachers are in that Board area. Auckland comes second in both divisions. Nelson Board with the lowest proportion of women teachers has among the lowest proportion of women applicants in both B and C divisions. Southland has a very low application rate for both B and C reports but the numbers of women seeking B reports have more than doubled over the period. Otago also has a low proportion of women applying for assessment.

The percentage of women applicants in Division B shows that women are taking the first step (table 2). Division C has a lower proportion of applicants but then the pool of women with sufficient service entitled to apply for C reports is proportionately lower too. (Table 3) It is not possible to see whether the increasing numbers of women applying for B reports is reflected in Division C as there is a further 7 year service requirement after first application for a Division B report and statistics collection over a longer period would be required before trends could be assessed.

When the percentage of women applicants over the period is studied it is clear that women are applying for assessment and in proportions great enough to ensure that they could move into senior positions providing their assessment grade was sufficiently high.

ASSESSMENTS RECEIVED

The next step in the investigation was to compare the assessment received by men and women teachers. A comparison was achieved by computing the mean assessment for each sex. Tables 4 and 5 show the allocation of grades for each year in the period studied for B and C divisions. In each Board district the mean for women over the 5 year period is always lower than that for men.

Differences in allocation of assessment grades between Board areas was slight overall, but this is to be expected. The allocation of assessment is expected to conform to the normal distribution curve. This is achieved by a meeting of a national assessment group (usually held in May) which reviews the applicants for assessment from all Boards and sets distribution quotas for each Board area. District Boards of Inspectors subsequently meet, in September or October of each year, to distribute the assessments within the prescribed allocation. The regulations state that "The Director-General shall take such steps as he considers necessary to maintain reasonably uniform standards of assessment among the various District Boards of Inspectors".[3] A system of inter-district cross-checking is carried out by inspectors to ensure consistency.

There were annual fluctuations within Board areas. For example women in Hawkes Bay had a very successful year in 1977 in Division B with the mean for women exceeding the male mean and men and women had equal means in Auckland in 1976. Apart from these two examples women are always lower in Division B although they make up approximately half of those assessed.

In Division C the smaller number of teachers being assessed results in greater fluctuations. In some years the female mean has exceeded the male mean; eg 1975 in Taranaki and Southland, 1976 in Nelson (where 1 woman received a 4), 1977 in Southland (only 3 women applicants) and 1978 in South Auckland. The very low number of women applicants in these areas has contributed to the few higher mean scores which run against the general trend.

It is accepted that women will predominate among the first-timers in Division B anyway. To correct for "first-timers" a further analysis was carried out. The numbers of men and women receiving assessments above the ceiling were compared (Tables 6 and 7) and again the proportion of women is far below that of men.

The seven areas assessed for a Division B report (see Appendix A) apply equally to men and women teachers so it is theoretically possible for both sexes to score equally well, although some inspectors have stated that they place emphasis on point 7 - which deals with organisation and administrative performance. In Division C six areas are focussed on (see Appendix B). Three of these are concerned with organisation and management and as many

[3] Education (Assessment, Classification and Appointment) Regulations 1976 - section 19).

more men hold positions, (eg Principal or Deputy Principal) where they are demonstrating their capacity in these areas they are more likely to score better than a senior woman teacher with less responsibility. Thus women, unless they hold high administrative positions, are unlikely to receive comparable grades to men in Division C.

Summary

The allocation of assessment is a key area in the search for reasons why more women are not in senior positions. This analysis has shown that women continue to receive lower assessments than men and there was little sign of any change in the pattern when the mean was calculated from the totalled assessments from all Board areas (Table 8).

Research on year 1 and 2 teachers in New Zealand[4] has shown that women teachers demonstrate a consistently better teaching performance than men and that in the second year of teaching "men teachers seemed to have a reduced level of competency".[5]

Obviously women start off well as teachers yet by the time they are assessed their performance is judged to have fallen. However assessment is not just a measure of teaching ability and it must be presumed that women are seen by inspectors to be performing less well in the area of leadership potential if their consistently lower assessment grades are to be explained, certainly at B report level.

The nature of this analysis does not provide the answer to the question "In what aspects of assessment are women achieving lower than men teachers?" but it does show that the assessment process is not favourable to women. The effect of receiving lower mean assessment is that women are, generally, at a disadvantage when applying for positions.

IMPLICATIONS OF THE ABOLITION OF ASSESSMENT FOR WOMEN TEACHERS

The abolition of the assessment system has been proposed for some years. Discussion on the implementation of the new scheme, where suitability for the advertised position is the main criterion for selection, has now advanced to the stage where the Central Advisory Committee (CAC) have issued a further discussion document for approval by the constituent members. Should the scheme obtain approval from all parties its implementation date would still be uncertain.

[4] Ussher J - The Occupational Socialisation of the Beginning Teacher in New Zealand: Administrative Implications. Master of Educational Administration Dissertation, University of New England 1977.

[5] Wellington Teachers College - Evaluation in a Teachers College report of the Year One and Year Two Teacher Study 1975, 1976 page 110-1.

How women will fare if the apparently disadvantageous (to them) assessment system is abolished is an interesting question. The proposed system does require applications to be made for admission to Group 1 and Group 2 divisions and inspectorial involvement is necessary. A visit to the school by an inspector to assess the claims made by the teacher will be necessary unless the Inspector has recently seen the teacher. It could be that women will fare no better under such a system. Further research would be necessary to establish proportions of men and women applying for, and being granted admission to, the 2 groups from which applications for senior positions can be made.

APPLICATIONS FOR SENIOR POSITIONS

Education Boards were asked to record, for 1979, the number of applicants for each senior position by sex and assessment held. Returns were sent in at the end of each term. The assistance of Board Staffing Officers was appreciated as the information was confidential and could not have been obtained without their help.

The 1979 totals of applicants for B1 positions upwards are shown in Table 9. Pending the implementation of Broadbanding in 1980, many positions were not advertised in the third term of 1979. Thus some of the Board totals represent applications for mainly term 1 and 2.

Once again regional differences occur (Table 9) with the greatest proportion of women applicants for B positions coming from Wellington and Auckland Board areas. Auckland has the highest proportion of women applicants for C positions while Taranaki and Southland did not have any women applying for these positions. Few D positions were advertised and distortions occur with the small numbers involved.

Assessment Held by applicants for Positions

Boards were also asked to record the assessment held by the applicants. These figures have been recorded but, as they reflect the pattern of assessment (Table 4 and 5) with women's mean below men's mean, the figures have not been shown in tabular form.

Summary

The analysis of applicants for senior positions upholds the often expressed view that women are under-represented in senior positions because they don't apply. The proportion of women applicants was indeed low (only 19% overall). Assessment could be an explanatory factor in this situation for any teacher who applies for a senior position with a low assessment has little chance of success, certainly in the closely sought after schools in urban areas. Other factors which influence women's applications for senior positions will be investigated in the questionnaire survey.

CONCLUSION

This analysis has attempted to deal with the questions posed initially. The investigation has revealed that:-

1 Women are applying for assessment (Tables 2 and 3) and at B report level in proportions close to the proportion of women teachers in the Board areas.

2. The assessments received by women are consistently lower than that allocated to men (Tables 4 and 5).

3 The number of women applying for senior positions is lower than the number who are able to do so.

The key question to be answered is "why do women receive lower assessment grades than men?" If the assessment procedure is to treat both sexes equally, teachers need to be fully aware of what is assessed when inspection occurs. Inspection is carried out by one of a team of inspectors. (At the time of writing the Inspectorate comprised 92 men and 4 women.) The present guide "The Appointment and Promotion of Primary School Teachers in New Zealand" was published in 1975. It states that "Inspectors are responsible for making their judgements throughout the whole range of agreed criteria" (p.32). If more emphasis is placed on certain criteria this should be indicated so that teachers (particularly women) who do aspire to leadership positions can pay attention to these aspects. The assessment of teaching ability is only part of the personal assessment, "the primary function of the personal report is to give appointments committees a full and fair picture of a teacher's professional abilities, and his relative claims for appointment to a particular position as a senior teacher".[6]

A further question requiring answer is "why don't more women apply for senior positions?" Assessment is one important consideration. It is reasonable to assume that while they continue to receive lower assessment women will not apply for senior positions in any great numbers.

The outcomes of the present system of assessment would seem to indicate that "the relative claims for appointment" are stronger for men teachers than for women. If women, who are 65% of the primary teaching force, are to fare better under the present system (or its possible replacement) the assessment procedure will need a closer investigation.

J Whitcombe

1 April 1980

[6] The Appointment and Promotion of Primary School Teachers in New Zealand. (1975) p.11.

TABLE 1

Distribution of Women Teachers in Education Board Districts - March 1979

Board	Principals Women No.	Principals Women %	DP's Women No.	DP's Women %	STJC Women No.	STJC Women %	SnrTch Women No.	SnrTch Women %	Teachers Women No.	Teachers Women %	Yr 1 Women No.	Yr 1 Women %	All Teachers Women %	Total Teachers
Auckland	22	4.9	50	16.4	219	90.1	408	56.1	2365	80.0	447	79.5	67.0	5243
South Auck	14	3.7	9	5.4	125	83.9	173	52.3	1423	78.4	272	83.4	63.7	3165
Taranaki	8	7.3	2	6.3	30	93.8	30	50.0	249	75.9	37	78.7	58.6	608
Hawkes Bay	8	4.1	7	9.7	55	83.3	59	46.8	486	72.5	84	75.0	56.4	1239
Wanganui	5	3.2	6	10.5	43	78.2	47	45.2	417	79.7	59	77.6	59.5	969
Wellington	26	10.5	30	19.6	135	94.4	194	63.6	1066	80.2	243	81.3	68.3	2479
Nelson	3	5.0	2	8.7	15	62.5	20	41.7	133	63.9	26	68.4	49.6	401
Canterbury	10	3.4	8	6.2	88	79.3	110	47.6	987	76.6	180	75.3	60.3	2295
Otago	4	2.5	7	13.2	44	75.9	42	40.4	459	79.3	90	75.0	60.2	1073
Southland	1	.9	5	12.5	35	83.3	22	50.0	241	77.0	46	70.8	56.5	620
														18092
Total Women	101		126		789		1105		7826		1484			11431 women
% Women		4.7		12.2		85.4		53.1		78.2		78.8	63.2	

Lowest

Highest

TABLE 2

Applications for B Reports - Number and Percentage of Women

(Women as percentage of all applicants)

	1975		1976		1977		1978		1979		Average % over the period	Highest year for Women	% Women Teachers in Board for 1979
Auckland	306	58.7	355	62.2	225	59.5	240	59.1	243	62.0	60.4	1976	67.0
South Auck.	158	49.1	163	53.4	140	53.9	114	43.7	155	54.6	51.0	1979	63.7
Taranaki	43	47.8	39	60.0	19	43.2	14	25.9	30	47.6	45.9	1976	58.6
Hawkes Bay	60	46.2	66	48.5	64	53.8	51	38.4	63	50.4	47.3	1977	56.4
Wanganui	52	42.9	46	41.8	34	39.5	58	47.5	51	51.0	44.7	1979	59.5
Wellington	171	66.3	132	56.2	130	64.7	130	59.9	146	62.9	62.0	1975	68.3
Nelson	27	45.8	23	51.1	11	24.4	19	38.0	12	46.2	40.9	1979	49.6
Canterbury	145	47.4	135	48.7	119	50.2	267	65.4	137	53.7	54.2	1978	60.3
Otago	53	46.5	36	40.9	36	44.4	65	57.0	34	42.5	47.0	1978	60.2
Southland	14	25.5	32	38.6	21	29.6	29	42.0	31	47.7	37.0	1979	56.5

TABLE 3

Applications for C Reports - Number and percentage of Women

(Women as percentage of all applicants)

	1975		1976		1977		1978		1979		Average % over the period	Highest year for women	% Women Teachers B1 upwards for 1979
Auckland	43	20.3	50	27.2	37	25.9	58	34.1	43	32.6	27.5	1978	40.6
South Auckland	25	21.0	25	21.7	14	13.9	27	23.5	17	18.9	20.0	1978	31.3
Taranaki	3	11.5	9	30.0	2	12.5	3	11.5	8	23.5	18.9	1976	30.0
Hawkes Bay	17	25.4	10	23.8	11	21.6	7	14.0	13	25.5	22.2	1979	27.3
Wanganui	8	15.1	11	26.8	6	15.0	12	21.1	8	20.5	19.6	1976	28.2
Wellington	30	33.0	20	20.8	19	27.1	27	32.9	33	35.1	29.8	1979	45.3
Nelson	4	21.1	1	7.7	4	17.4	1	7.7	--	---	13.5	1975	25.8
Canterbury	23	17.3	27	22.7	25	25.5	24	19.2	25	24.8	21.5	1977	28.2
Otago	6	14.0	3	7.5	3	10.3	13	30.2	3	10.3	15.2	1978	25.9
Southland	4	10.5	6	16.7	3	13.0	6	14.0	3	10.0	12.9	1976	26.0

TABLE 4

Assessment received by Men and Women Teachers on Division B Reports

		1		2		3		4		5		6		7		Mean	
		W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Auckland	1975	26	15	84	24	78	46	54	53	35	25	19	37	10	15	2.6	4.0
	6	28	17	79	31	92	37	84	40	34	36	22	39	16	16	3.4	3.4
	7	11	19	54	22	59	27	48	32	22	24	31	29	--	--	3.5	3.7
	8	19	14	65	19	59	34	43	40	23	25	20	25	11	9	3.4	3.9
	9	23	8	52	19	63	31	51	33	25	23	21	23	8	12	3.4	4.1
	Total	107	73	334	115	351	175	280	198	139	133	113	153	45	52	3.4	4.0
South Auckland	1975	18	10	32	18	38	35	20	30	26	24	20	34	4	13	3.5	4.2
	6	18	7	34	20	48	23	37	23	16	24	7	31	3	14	3.2	4.3
	7	15	6	31	13	39	23	30	22	16	21	6	23	3	12	3.1	4.3
	8	8	13	29	18	35	28	23	35	6	26	9	17	4	10	3.3	3.9
	9	13	12	36	12	45	24	32	31	16	19	10	19	3	12	3.3	4.0
	Total	72	48	162	81	205	133	142	141	80	114	52	124	17	61	3.3	4.2
Taranaki	1975	7	--	12	4	11	10	7	13	2	9	3	7	1	4	3.0	4.4
	6	4	1	8	3	9	6	8	6	5	4	3	4	2	2	3.5	4.1
	7	1	2	3	4	6	4	3	4	4	4	1	4	1	3	3.7	4.1
	8	1	3	4	5	3	6	1	9	3	8	2	6	--	3	3.5	4.1
	9	3	2	9	1	9	6	5	10	1	7	3	4	--	3	3.0	4.3
	Total	16	8	36	17	38	32	24	42	15	32	12	25	4	15	3.2	4.2
Hawkes Bay	1975	8	4	15	5	17	16	9	17	6	9	3	13	2	6	3.1	4.2
	6	7	4	17	9	16	18	17	13	5	12	2	11	2	3	3.2	3.9
	7	2	4	3	10	6	9	21	6	14	14	13	8	5	4	4.6	4.0
	8	4	6	14	13	16	13	8	15	6	14	2	13	1	8	3.2	4.1
	9	6	4	19	6	14	13	12	13	6	9	5	9	1	8	3.4	4.2
	Total	27	22	68	43	69	69	67	64	37	58	25	54	11	29	3.5	4.1
Wanganui	1975	5	5	14	9	18	8	9	19	3	12	2	11	1	5	3.0	4.1
	6	3	6	13	8	12	12	12	12	3	10	2	10	1	6	3.2	4.0
	7	6	1	11	4	7	13	6	13	3	7	--	10	1	4	2.8	4.3
	8	8	2	12	9	18	10	16	12	2	12	1	13	1	6	3.0	4.3
	9	5	3	15	3	18	6	9	13	1	11	2	9	1	4	2.9	4.4
	Total	27	17	65	33	73	49	52	69	12	52	7	53	5	25	3.0	4.2

B Reports (Cont'd)

		W[1]	M	W[2]	M	W[3]	M	W[4]	M	W[5]	M	W[6]	M	W[7]	M	Mean W	Mean M
Wellington	1975	12	11	42	7	38	24	41	13	19	9	11	15	8	8	3.5	3.9
	6	12	7	33	12	38	18	24	28	2	8	17	21	6	9	3.3	4.1
	7	11	6	29	12	38	9	27	18	13	8	9	13	3	5	3.3	4.0
	8	9	8	29	13	35	17	29	18	16	9	8	16	4	6	3.4	3.9
	9	11	7	39	5	39	16	32	18	15	13	7	18	3	9	3.2	4.3
	Total	55	39	172	49	188	84	153	95	65	47	52	83	24	37	3.4	4.1
Nelson	1975	4	--	10	1	6	6	3	10	3	6	--	6	1	3	2.8	4.6
	6	3	1	5	2	4	6	6	4	5	1	--	6	--	2	3.2	4.3
	7	--	4	4	4	3	8	1	7	4	3	--	7	1	1	3.7	3.8
	8	2	2	4	5	6	6	5	6	2	3	--	7	--	2	3.1	4.0
	9	1	--	6	--	1	5	1	5	1	2	2	1	--	1	3.1	4.1
	Total	10	7	29	12	20	31	16	32	15	15	2	27	2	9	3.1	4.2
Canter-bury	1975	17	7	34	18	38	36	30	40	10	27	12	22	4	11	3.2	4.1
	6	18	4	28	23	33	31	29	34	16	17	8	23	3	10	3.2	4.0
	7	9	10	34	9	26	29	26	28	14	14	8	19	2	9	3.3	4.2
	8	14	10	41	15	44	24	27	38	17	17	11	22	3	15	3.2	4.2
	9	12	8	39	12	22	35	36	19	13	18	11	17	4	9	3.4	4.0
	Total	70	39	176	77	163	155	148	159	70	93	50	103	16	54	3.3	4.1
Otago	1975	5	4	17	8	14	13	8	13	3	11	6	6	--	6	3.1	4.0
	6	3	4	10	7	12	9	3	15	6	4	2	9	--	4	3.1	4.0
	7	2	4	9	5	16	5	10	7	5	5	1	8	2	2	3.4	4.0
	8	6	3	14	5	20	8	15	10	4	10	4	9	2	4	3.3	4.3
	9	2	5	7	7	10	8	10	8	3	7	1	8	1	3	3.4	3.9
	Total	18	20	57	32	72	43	46	53	21	37	14	40	5	19	3.2	4.0
Southland	1975	3	2	2	5	1	8	5	9	2	8	--	7	1	2	3.4	4.1
	6	3	4	7	8	8	11	6	12	4	6	1	8	3	2	3.5	3.8
	7	3	3	4	9	9	11	1	10	4	5	--	9	--	3	3.0	3.9
	8	4	1	9	4	10	8	4	9	1	8	1	6	--	4	2.7	4.3
	9	4	1	9	4	8	10	6	5	2	6	2	5	--	3	3.0	4.1
	Total	17	11	31	30	36	48	22	45	13	33	4	35	4	14	3.1	4.0

TABLE 5

Assessment Received by Men and Women Teachers on Division C Reports

		1		2		3		4		5		Mean	
		W	M	W	M	W	M	W	M	W	M	W	M
Auckland	1975	5	28	16	35	16	50	6	38	--	18	2.5	2.9
	6	10	16	19	28	13	41	8	30	--	19	2.4	3.1
	7	5	17	11	24	12	32	8	20	1	13	2.7	2.9
	8	8	15	16	26	23	27	9	25	2	16	2.7	3.0
	9	8	11	11	22	12	27	11	17	1	12	2.7	3.0
	Total	36	87	73	135	76	177	42	130	4	78	2.6	3.0
South Auckland	1975	4	9	8	20	8	28	5	29	--	8	2.6	3.1
	6	7	9	8	21	3	30	2	20	2	10	2.0	3.0
	7	1	14	6	19	4	27	2	19	1	8	2.7	2.9
	8	4	13	6	23	7	26	7	16	3	10	3.0	2.9
	9	2	11	8	15	6	21	--	18	1	8	2.4	3.0
	Total	18	56	36	98	28	132	16	102	7	44	2.6	3.0
Taranaki	1975	--	4	1	5	1	6	1	5	--	3	3.0	2.9
	6	1	3	3	5	2	5	3	4	--	4	2.8	3.0
	7	1	1	1	3	--	4	--	5	--	1	1.5	3.1
	8	1	2	1	6	--	8	--	6	1	1	2.7	2.9
	9	--	4	5	4	2	9	1	6	--	3	2.5	3.0
	Total	3	14	11	23	5	32	5	26	1	12	2.6	3.0
Hawkes Bay	1975	3	2	5	15	6	17	3	9	--	7	2.5	3.1
	6	1	7	4	6	5	9	--	8	--	2	2.4	2.8
	7	2	5	4	9	4	11	1	10	--	5	2.4	3.0
	8	2	5	2	11	3	12	--	10	--	5	2.1	3.0
	9	2	6	6	6	3	12	2	8	--	6	2.4	3.1
	Total	10	25	21	47	21	61	6	45	--	25	2.4	3.0
Wanganui	1975	4	4	1	12	1	14	2	10	--	5	2.1	3.0
	6	3	3	6	5	--	12	2	8	--	2	2.1	3.0
	7	1	5	3	7	2	10	--	8	--	4	2.2	3.0
	8	3	5	1	13	3	15	4	6	1	6	2.9	2.9
	9	2	4	1	9	4	8	--	7	1	3	2.6	2.9
	Total	13	21	12	46	10	59	8	39	2	20	2.4	3.0

C Reports (Cont'd)

		1		2		3		4		5		Mean	
		W	M	W	M	W	M	W	M	W	M	W	M
Wellington	1975	6	8	12	10	11	16	1	18	--	9	2.2	3.2
	6	5	9	5	19	7	22	3	14	--	12	2.4	3.0
	7	4	6	6	12	8	13	1	12	--	8	2.3	3.1
	8	6	6	8	13	8	17	4	12	1	7	2.5	3.0
	9	7	7	13	11	9	19	3	16	1	8	2.3	3.1
	Total	28	36	44	65	43	87	12	72	2	44	2.3	3.1
Nelson	1975	1	2	2	3	1	5	--	3	--	2	2.0	3.0
	6	--	2	--	3	--	2	1	2	--	3	4.0	3.0
	7	1	2	1	5	1	6	1	4	--	2	2.5	2.9
	8	--	2	--	3	1	3	--	2	--	2	3.0	3.0
	9	--	2	--	--	--	3	--	1	--	--	---	2.5
	Total	2	10	3	14	3	19	2	12	--	9	2.5	2.9
Canter-bury	1975	6	14	10	23	4	37	3	23	--	13	2.2	3.0
	6	8	10	5	25	7	28	5	19	2	10	2.6	2.9
	7	5	10	10	14	4	25	4	16	2	8	2.5	3.0
	8	3	14	10	20	8	30	2	24	1	13	2.5	3.0
	9	4	11	9	18	7	22	2	18	3	7	2.6	2.9
	Total	26	59	44	100	30	142	16	100	8	51	2.5	3.0
Otago	1975	3	3	2	9	1	11	--	9	--	5	1.7	3.1
	6	--	5	3	9	--	11	--	8	--	4	2.0	2.9
	7	1	2	--	6	--	10	2	5	--	3	3.0	3.0
	8	2	4	5	6	5	8	1	8	--	4	2.4	3.0
	9	1	2	1	6	--	7	1	6	--	5	2.3	3.2
	Total	7	16	11	36	6	47	4	36	--	21	2.3	3.1
Southland	1975	--	6	1	9	2	9	1	7	--	3	3.0	2.8
	6	2	4	1	8	3	7	--	7	--	4	2.2	3.0
	7	--	3	--	5	2	5	1	4	--	3	3.3	3.0
	8	3	3	1	10	-	12	2	8	--	4	2.2	3.0
	9	--	4	1	6	2	6	--	7	--	4	2.7	3.0
	Total	5	20	4	38	9	39	4	33	--	18	2.6	2.9

TABLE 6

Comparison of Men and Women Teachers

B Assessments 5,6,7 from 1975 to 1979 inclusive

	% Women Teachers applying for B Reports	% Women		% Men	
Auckland	60.4	46.8	(297)	53.2	(338)
Sth Auckland	51.0	33.2	(149)	66.8	(300)
Taranaki	45.9	30.1	(31)	69.9	(72)
Hawkes Bay	47.3	34.1	(73)	65.9	(141)
Wanganui	44.7	15.6	(24)	84.4	(130)
Wellington	62.0	45.8	(141)	54.2	(167)
Nelson	40.9	27.1	(19)	72.9	(51)
Canterbury	54.2	35.2	(136)	64.8	(250)
Otago	47.0	29.4	(40)	70.6	(96)
Southland	37.0	20.4	(21)	79.6	(82)

TABLE 7

Comparison of Men and Women Teachers Receiving

C Assessments 4 and 5 from 1975 to 1979 inclusive

	% Women Teachers applying for C Reports	% Women		% Men	
Auckland	27.5	18.1	(46)	81.9	(208)
Sth Auckland	20.0	13.6	(23)	86.4	(146)
Taranaki	18.9	9.1	(6)	90.9	(38)
Hawkes Bay	22.2	7.9	(6)	92.1	(70)
Wanganui	19.6	14.5	(10)	85.5	(59)
Wellington	29.8	10.8	(14)	89.2	(116)
Nelson	13.5	8.7	(2)	91.3	(21)
Canterbury	21.5	13.7	(24)	86.3	(151)
Otago	15.2	6.6	(4)	93.4	(57)
Southland	12.9	7.3	(4)	92.7	(51)

TABLE 8

Comparison of Means for all Boards by Year

B Reports (1-7 scale)

	Women	Men
1975	3.3	4.1
1976	3.3	4.1
1977	3.4	4.0
1978	3.3	4.1
1979	3.3	4.1

C Reports (1-5 scale)

1975	2.4	3.0
1976	2.4	3.0
1977	2.5	3.0
1978	2.6	3.0
1979	2.5	3.0

TABLE 9

Number of Applicants for Senior Primary Positions for 1979

	B1		B2		B3		B4		All B Positions		
	W	M	W	M	W	M	W	M	W	M	% Women
Auckland	--	---	---	---	--	---	--	---	845	1845	31.4
Sth Auckland	80	156	129	493	26	149	3	348	238	1146	17.2
Taranaki	3	29	15	121	12	29	3	50	33	229	12.6
Hawkes Bay	17	65	56	212	20	163	4	59	97	499	16.3
Wanganui	32	50	51	179	14	18	6	160	103	407	20.2
Wellington	121	109	156	296	36	43	18	80	331	528	38.5
Nelson	10	10	15	43	7	19	--	---	32	72	30.8
Canterbury	53	69	112	345	43	221	1	286	209	921	18.5
Otago	32	29	48	116	11	1?	0	55	91	214	29.8
Southland	14	5	35	147	15	1?	0	50	64	217	22.8
NZ Total	362	522	617	1952	184	671	35	1088	2043	6078	25.16%

	C1		C2		C3		All C Positions		
	W	M	W	M	W	M	W	M	% Women
Auckland	--	---	---	---	--	---	168	1185	12.4
Sth Auckland	7	252	10	467	2	93	19	812	2.3
Taranaki	0	36	0	17	--	---	0	53	0
Hawkes Bay	2	31	5	127	1	30	8	188	4.1
Wanganui	4	46	2	30	2	42	8	118	6.3
Wellington	8	49	18	246	10	60	36	355	9.2
Nelson	10	76	2	69	--	---	12	145	7.6
Canterbury	7	72	14	222	1	74	22	368	5.6
Otago	2	27	5	67	1	12	8	106	7.0
Southland	0	24	0	28	0	22	0	74	0
NZ Total	40	613	56	1273	17	333	281	3404	7.63%

	D1		D2		All D Positions			All Senior Positions		
	W	M	W	M	W	M	% Women	W	M	% Women
Auckland	--	--	--	--	11	121	8.3	1024	3151	24.5
Sth Auckland	1	82	2	93	3	175	1.7	260	2133	10.9
Taranaki	--	--	--	--	--	---	---	33	282	10.5
Hawkes Bay	--	--	--	--	--	---	---	105	687	16.5
Wanganui	--	--	--	--	--	---	---	111	525	17.5
Wellington	28	117	4	73	32	190	14.4	399	1073	27.1
Nelson	--	--	--	--	--	---	---	44	217	20.2
Canterbury	--	--	--	--	--	---	---	231	1289	15.3
Otago	1	5	--	--	1	5	20.0	100	325	23.8
Southland	--	--	0	6	0	6	0	64	297	17.7
NZ Total	30	204	6	172	47	497	8.64%	2371	9979	19.2%

Note: Position totals exclude Auckland which appears only in the step summary.

KEY TO PERSONAL REPORT (Division B)

1 Personal Professional Qualities

- Effort to give best possible service to pupils both inside and outside the classroom.
- Understanding of the purpose of the school.
- Effort to keep up-to-date professionally and to use new knowledge.
- Vitality, initiative, and organising ability.
- Capacity to carry responsibility.
- Quality of speech and command of spoken English.

2 Relationships with Children

- Success in establishing warm and friendly relations with pupils and in winning their respect.
- Understanding of the nature and needs of children of primary-school age.
- Awareness of individual problems of development, and skill in handling them.
- Success in stimulating educationally valuable interest and effort.

3 Planning, Preparation, and Records

- Quality of the general programme of work planned for the class or school.
- Detailed preparation.
- Efforts to make the physical environment of the classroom (or school generally where this applies) attractive and educationally useful.
- Care in keeping essential class and school records.

4 Class (or School) Atmosphere and Management

- Success in achieving an ordered freedom, ie, a lively and happy atmosphere, together with firmly established but unobtrusive class routines, and a good working tone.
- Success in establishing an organisation and atmosphere favourable to the recognition of varying individual needs, the exercise by pupils of initiative and responsibility, and group activity.

5 Content, and Quality of the Class (or School) Programme in Action

- Success in putting into effect a rich and well-balanced class programme suited to the needs and abilities of the pupils. This implies among other things: adequate attention both to the "tool" subjects and to the more cultural and creative sections of the curriculum; skill and discrimination in the selection and organisation of subject-matter; adaptation of the curriculum to special needs (eg, those of the intellectually bright and intellectually backward).

6 Methods of Teaching

- Successful use of appropriate methods (both general methods and the special methods for all subjects).
- Discriminating and effective use of teaching aids, and of the resources of the local environment (eg, in nature study and social studies).
- Evaluation of pupils' work and progress, and constructive use of information obtained.

7 Capacity to Conduct a Small School or to Carry out the Duties of a Senior Teacher in a Large School

- Competence and ease in organisation and administration.
- Ability to establish good working relations with other members of staff and with parents.
- Ability to give constructive professional assistance to other teachers.

KEY TO PERSONAL REPORT (Division C)

1 Personal Professional Qualities

- Effort to give best possible service to pupils both inside and outside the classroom.
- Understanding of the purposes of the school.
- Effort to keep up to date professionally and use new knowledge.
- Vitality, initiative, and organising ability.
- Capacity to carry responsibility.
- Quality of speech; and command of spoken English.

2 Relationships with Children

- Success in establishing warm and friendly relations with pupils and in winning their respect.
- Understanding of the nature and needs of the children of primary-school age.
- Awareness of individual problems of development, and skill in handling them.
- Success in stimulating educationally valuable interest and effort.

3 Planning, Preparation and Records

- Quality of the general programme of work planned for the class and/or school.
- Detailed preparation.
- Efforts to make the physical environment of the classroom (or school generally) attractive and educationally useful.
- Care in keeping essential class and school records.

4 Class and/or School Atmosphere and Management; Content and Quality of Programme in Action; Methods of Teaching

- Success in achieving an ordered freedom, ie, a lively and happy atmosphere, together with firmly established but unobtrusive class or school routines, and a good working tone.
- Success in establishing an organisation and atmosphere favourable to: the recognition of varying needs; the exercise by pupils of initiative and responsibility; group activity.
- Success in putting into effect a rich and well-balanced class or school programme suited to the needs and abilities of the pupils. This implies among other things: adequate attention both to the "tool" subjects and to the more cultural and creative aspects of the curriculum; skill and discrimination in the selection and organisation of subject-matter; adaptation of the curriculum to special needs (eg, those of the intellectually backward).
- Successful use of appropriate methods (both general methods and the special methods for all subjects).
- Discriminating and effective use of teaching aids, and of the resources of the local environment (eg, in nature study and social studies).
- Evaluation of pupils' work and progress, and constructive use of information so secured.

5 Capacity to Organise and Administer a Large School

- Competence and ease in organisation and administration.
- Ability to establish good working relations with staff, parents, and school committee.
- Skill in delegation of authority.

6 Capacity for Professional Leadership and Guidance

- Ability to take a leading part in working out a good school policy and putting it into effect.
- Ability to stimulate enthusiastic effort and professional growth among members of staff and to use the special gifts of individual teachers to the best effect.
- Ability to understand the professional problems of teachers (especially young teachers) and to give necessary help.